

**Data Report Item 1. Percent of Students Receiving Special Education**

Item No	Compliance Test	Compliance Standard	Legal Citations	Compliant	Noncompliant	Not Applicable	Comments
1-1-1.2	Are there written policies and procedures for a continuous child find system which includes the following activities: identification, screening, referral, evaluation, planning, implementation, review, and the three-year reevaluation.	The district has written policies and procedures about child find.	34 CFR 300.125 (b) (2) 30 EC 56301				
1-1-1.3	Is there a written procedure for initiating a referral for evaluation to determine eligibility for special education?	Policies and procedures include provision for initiating referral for evaluation	30 EC 56301				
1-1-2	Does the LEA use a systematic process for referring potential students for special education evaluation that is coordinated with school site procedures?	Policies and procedures describe a systematic process. Student records confirm systematic process. Other district documentation and interviews demonstrate consistent use of systematic process.	30 EC 56301, 30 EC 56302				
2-2-2.3	Are assessments conducted by trained personnel in conformance with the instructions provided by the producer?	Policies and procedures reference conducting assessments in conformance with instructions provided by the producer. District has documentation of the qualifications of assessors and inservice training on assessment.	34 CFR 300.532 (c)(1)(ii) 30 EC 56320(b)(3)				
2-2-2.4	Are Individually administered tests of intellect or emotional functioning administered by a credentialed school psychologist?	District has documentation of the qualifications of assessors	30 EC 56320 (b) (3)				
2-2-2.5	Are materials selected and administered so as not to be racially, culturally or sexually discriminatory?	Policies and procedures reference required policies for nondiscriminatory assessment	20 USC 1414(b)(3)(A)(i) 34 CFR 300.532(a)(ii) 30 EC 56320(a)				
2-2-2.8	Are evaluations for severe and low incidence disabilities are conducted by persons knowledgeable of that disability that attend to the need for specialized services, materials and equipment consistent with guidelines for: Deaf-Blind, Deaf and Hard of Hearing, Visually Impaired, and Severely Orthopedically Impaired?	LEA has documentation of the qualifications and specialized training of assessors. Assessments are consistent with specific program guidelines.	34 CFR 300.23 30 EC 56136, 56320(g), 56327(h), 56352(a)				

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2-2-4	Does assessment include consideration of information and private assessments provided by the parent?	If the student record includes information provided by the parent, the assessment process must include consideration of that information. If the parent provides a privately obtained assessment or other evaluation information, the student record must incl	20 USC 1414(b)(2)(A) 34 CFR 300.532(b) CFR 300.532 (b)				
2-2-5.1	Do assessment procedures ensure that materials are selected and administered that reflect the individual's skills and aptitude levels? If a test is administered to a child with impaired sensory, manual, or speaking skills, does the test accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure)?	Assessment report or other assessment documentation must include discussion of extent to which assessment reflects student's skill and aptitude levels.	34 CFR 300.532 (e) 30 EC 56320(d)				
1-1-1	Does the LEA locate and identify all students, 0-21, in need of special education and related services residing in its jurisdiction, including (a) students in private schools, including religious and parochial schools; (b) students who are homeless; and (c) students who are migrant?	The district must maintain evidence that it carries out its policies and procedures.	20 USC 1412 (a)(3)(A)(a)(10)(ii) 34 CFR 300.125(1) and (2), 34 CFR 300.451(a) 30 EC 56301 5 CCR 3023				
2-2-2	Is there evidence that the assessment will be comprehensive?		34 CFR 300.532 30 EC 56320 (b), 30 EC 56321 5 CCR 3022				

**Review Form**  
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2-2-2.2	Are materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills?	Policies and procedures address selection of materials and procedures for assessment of English learners. In the student record, the assessment report references the LEP status, the primary language and the implications upon the assessment.	34 CFR 300.532 (a)(2) 30 EC 56320(d)				
2-2-5	Does the assessment include information related to enabling the child to be involved in and progress in the general curriculum?	The student record must contain information that assesses the student's capacity for involvement and progress in the general curriculum.	20 USC 1414(b)(2)(A) 34 CFR 300.532(b)				
2-2-5.2	Do assessment procedures ensure that IQ tests are not administered to African- American students?	Student records indicate that an IQ measure was not administered to an African-American student.	Larry P. vs Riles				